Ms. Urot’s Weekly Lesson Plan

October 1-5 2012

(School and Myself)

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| DAY | OBJECTIVES | CONCEPTS | SKILLS | ACTIVITIES | MATERIALS | REFERENCE |
| Monday | * Listen to the story attentively * Answer wh-questions * Talk and answer questions about oneself confidently. * Carry oneself with confidence. * Say their name, age, and address correctly. * Show respect when someone talks about oneself * Say the rules at home, school and in the community. * Make a ‘Rules to Follow’ Chart * Draw and color things they see inside the classroom | Language: Oneself    Pre-writing: Coloring  Values: Respect | * listening * speaking * drawing * coloring | * Pupils listen attentively to the story entitled “Ang Unang Adlaw sa Pagtungha ni Omar” and answer the following Wh-questions:  1. Who are the characters in the story? 2. What do you like to do in school? 3. Are you happy going to school? Why or why not?  * Teacher asks pupils to introduce oneself in front of the class by saying their name, age and address correctly and confidently * Pupils were asked to give one rule to follow inside the classroom. Teacher then write the rule on the cartolina and have the child sign beside each rule. * Pupils were given a bond paper and a crayon and asked to draw and color things that they see inside the classroom | * Story book * Cartolina * Bond paper * Crayon |  |
| Tuesday | * Introduce a classmate * Play and interact with classmates normally * Identify given tasks and responsibilities * Role-play roles and responsibilities at home and school * Identify different types of emotions * Express creatively what they feel/likes and dislikes | Language: Emotions | * Speaking * Drawing * Identifying | **TAG 1: Name Chain**   * Sit the children in a circle on the floor. * Choose a child to start the introduction game. * This child says her name, then introduces the child next to her. For example, “My name is Susan, and I would like to introduce Gregory.” * Gregory gives his name and introduces the next child to him. This is a good way to learn names as well as how to introduce others.   Teacher assigns different tasks and responsibilities to pupils like Line leader, Little Teacher, Song Leader, Pack-away Leader, Prayer Leader, etc. for the day  Class is divided into small groups of 5. Each group is given a task to do role-playing of their roles and responsibilities at home and at school  Teacher shows different pictures with different emotions, pupils identify them like: happy, sad, angry, afraid and surprised.  Pupils are asked to express creatively what they feel, like or dislike about a certain thing or event mentioned by the teacher. Ex. Teacher will say “ice cream”. Pupils do whatever he/she wants to do to show one’s feeling about the object and explain why he/she feels that way | pictures |  |
| Wednesday | * Identify different shapes * match shapes * Join activities such as games, dances, exercises, calisthenics, and other activities using arms and legs. * Create own patterns of movement through counting/music. * Recognize circle shape in the environment | Math: circle shape | * Identifying * Matching * Creating | * Teacher introduces different shapes and pupils identify them.   **TAG:** **Shape Match**   1. Lay out all shape cards on the table. 2. Each child takes turns look for two identical shape cards. 3. Child names the shape of the card. 4. After all cards have been collected, ask children to sort their cards. Have them count how many of each shape they got. 5. Let them record this on their pad paper.   **TAG: BrainGym**  (does cross lateral movement)  Ask pupils do their own action based on the music being played  **TAG: Circle Hunt**   1. Tell children to look for circle objects in the classroom. 2. Ask children to identify the objects that they found. 3. Have them draw the circle objects in small strips of paper. 4. Paste these on 1/8 Manila paper. 5. Write the title “ There are circle objects around us. “ | Concrete objects  Manila paper  Paper strips  Crayons  Picture cards |  |
| Thursday | * Identify color red * Color objects as directed by teacher. * Point and name objects according to attributes: color and shape * Point out similarities and differences of objects according to color and shape * Cut vertical dotted lines | Math: Color-Red  Pre-writing: cutting |  | **TAG: MYSTERY BOX.**  Teacher puts different red objects inside a box. She tries to describe it and pupils make a guess. ex red apple, red toy car, red hanger, red ballpen, red flower  **TAG: Mini-book: I See Red Things Around Me**   1. Ask children to look for Red objects in the classroom. 2. Have them draw each of these objects on the pages of the booklet. 3. Let them label their drawings. Take down dictation as needed.  * Each child is given a sheet with vertical dotted line and a scissors. They are asked to cut the dotted lines. * Teacher prepares different objects on the table. Asks pupils to get two objects and share to class its similarities and differences. | Pictures  Loose sheets:  individual booklets  pencil  red crayons or markers |  |
| Friday | * Identify different people in the classroom * develop fine motor and eye-hand coordination thru lacing * make a design using hand painting | Language:  people in school | Identifying  Lacing | **TAG: People Puppets**   1. Tell the children that they will make puppets of the different people in class. 2. Distribute pre-cut cardboard puppets to each child. 3. Ask each child to design his/her own puppet. 4. Attach each puppet to a popsicle stick using masking tape 5. Display the puppets. Put the title of the activity – “There are people in our classroom.”   **TAG: Shape Lacing**   1. Give each child a piece of shoelace or yarn and a shape card. 2. Let the children lace the card by pushing the string through the hole of the card. 3. Have them lace as many cards as they can.   **TAG: Hand Painting**   1. Teacher prepares red poster paint 2. Each pupil will be given a bond paper 3. Pupils will create their own design using hand painting | pre-cut cardboard puppet  popsicle sticks  masking tape  scissors  pencil  crayons  shape cards  strings (old shoelaces or yarn) |  |